**Social Worker or Psychologist will complete the Social/ Emotional/Adaptive PLAAFP using the gathered Body of Evidence. If there are no concerns, then they do not need to be present at the IEP meeting.**

**Social Worker or Psychologist will complete the Social/ Emotional/Adaptive PLAAFP using the Body of Evidence. If concerns are considered mild, then the Social Worker or Psychologist is recommended to be at the meeting, but can be dismissed by completing the dismissal form.**

**Social Worker or Psychologist collaborates with teacher and ECSE to gain information regarding social-emotional functioning in the classroom.**

**Social Worker or Psychologist will complete a classroom observation and possibly a parent/teacher interview.**

Mild Concerns

Verified Concerns

**SOCIAL –EMOTIONAL 3/4/5 YEAR OLD ASSESSMENT PROTOCOL (Students in an ECE classroom)**

No Concerns

**Are there social emotional concerns stated by the classroom teacher ? Stated by other teachers ? Stated by the parent ?**

**Social Worker or Psychologist collaborates with teacher and ECSE and parents to gain general information regarding social-emotional functioning, concerns and strategies.**

**Formal assessment and observations need to be completed, including data collection.**

**If the student is being considered for an MI or Center Placement, a Vineland must be completed.**

**Social Worker or Psychologist collaborates with the teacher and ECSE to gain general information regarding social-emotional functioning.**

**Social Worker or Psychologist will complete a classroom observation, an informal interview with the parent/teacher and collect data if indicated.**

**If concerns are noted, then interviewing the parent, as well as completing a social emotional screen for both home and school, is warranted. If the child fails the screen then a full evaluation is warranted.**

**If the student is being considered for an MI or Center Placement, a Vineland must be completed.**

**Social Worker or Psychologist will complete the Social/ Emotional/Adaptive PLAAFP using the Body of Evidence.**

**The Social Worker or Psychologist will need to be at the IEP meeting.**

Process for the Assessment of

SOCIAL EMOTIONAL/ ADAPTIVE SKILLS for 3/4/5 year olds in an ECE classroom

1. The ECSE (Early Childhood Special Educator) that serves your school is the Case Manager.

2. The ECSE will alert the building team (teacher, SLP, Psych/Social Worker, Nurse, etc.) that a student is up for an initial. The team will meet to discuss areas of concern and what assessments they will do and who will do them.

3. The Social Worker or Psychologist will be evaluating social-emotional AND adaptive skills.

4. The ECSE will make any pertinent information available Social Worker or Psychologist to review.

\*If the concerns appear to be related to sensory processing difficulties, then the Social Worker or Psychologist needs to communicate with the ECSE about the need to have an OT as part of the evaluation process.

\*If the concerns are related to Autism and the team wants to assess for an Educational Disability of Autism, then the team may decide to follow the Autism Body of Evidence Guidelines. If the concerns are related to Social Emotional Only and the team is looking for alternative placement. Then you need to follow the SIED Body of Evidence Guidelines (even thought the student’s educational disability will likely be PSD).

5. The Social Worker or Psychologist will gather their Body of Evidence. This includes:

• review data that is available from ECSE, ECE teacher, and other providers (mandatory);

• conduct at least **one observation** during a social period or during times when concerns are noted (mandatory);

• complete a screen (mild concerns) or assessment (verified concerns) if social/emotional concerns are present. The psych/social worker must complete a Vineland if an MI Program or Center Placement is going to be considered.

• if behavior is a serious concern, then the psychologist/social worker will also need to complete a district approve Behavior Contract and document, via data collected, that the student has not responded to implemented interventions (or has responded).

6. Based on the Body of Evidence:

If there are **no** concerns, the Social Worker or Psychologist will complete their PLAAFP based on all information collected (be sure to include adaptive skills). They do not have to attend the IEP meeting.

If **mild** concerns are noted, then the Social Worker or Psychologist will decide if they need to get more information via interviewing the parent, observing the assessment by the ECSE, collecting data, and/or completing specific screening/assessment measures. If concerns are mild, the Social Worker/Psychologist will complete their PLAAFP. It is recommended that the Social Worker or Psychologist attend the IEP meeting. If that is not possible (due to scheduling conflicts), then they need to complete an excusal form.

If there are **verified** concerns, then the Social Worker or Psychologist will complete their PLAAFP. They will be sure to have completed a Vineland if the student is going to an MI or Center Program. The Social Worker or Psychologist will also be required to attend the IEP meeting.

7. If the parent speaks a language other than English, the Social Worker or Psychologist may use someone in the building to help them communicate with the family. An interpreter will be arranged by the ECSE for the evaluation and IEP meeting.

8. If you have any questions, you may ask the ECSE in your building, or you may email [Sheri\_Katzman@dpsk12.org](mailto:Sheri_Katzman@dpsk12.org) , Erin Turner or Melanie Wheeler.

**Factors to consider when looking at social, emotional and behavioral concerns:**

**1. Family Stress (i.e., birth of sibling, loss of job), Life Events (i.e., divorce, multiple foster care placements), Life History (i.e., history of abuse, neglect)**

**2. Cultural Factors and Expectations**

**3. Degree, Duration and Intensity of the areas of concern**

**4. Impact on the child and family**

**5. Previous Experience (i.e., sometimes children are aggressive/tantrum more because they do not have experience with age appropriate limit setting.)**

**6. Medical Conditions or Diagnosis (i.e., TBI or Sensory Integration)**

**7. Skill level of child (can’t vs. won’t)**

**8. Child’s Temperament**

**9. Goodness of fit between child & home or school environment (i.e., Does the parent/teacher have an intense temperament and the child a sensitive one ?)**

**SOCIAL**

Child does not get along with others, prefers to play on his/her own, does not make eye contact, seems aloof, incredibly shy, overly outgoing with no sense of strangers, does not seem to understand the social environment, has trouble following household routines

**APPROPRIATE ASSESSMENT MEASURES TO USE**

Vineland

SCQ (Autism screen)

TBPA-2 (in conjunction with other measures)

ASQ-SE (screen)

CARS-2 (Autism rating scale)

GARS (Autism rating scale)



**APPROPRIATE ASSESSMENT MEASURES TO USE**

BASC-2 (2.5 – 5 years)

BRIEF-P (2.5 – 5.11 years)

Have OT look at Sensory

BESS (screen)

ASQ-SE (screen)

TBPA-2 (in conjunction with other measures)

**What are the concerns ?**

**APPROPRIATE ASSESSMENT MEASURES TO USE**

BASC-2 (2.5 – 5 years)

BRIEF-P (2.5 – 5.11 years)

Have OT look at Sensory

BESS (Screen)

**EMOTIONAL**

Child tantrums a lot and is difficult to calm; child is overly sensitive and gets upset easily; child is fearful to such a degree that it impacts life; child’s moods fluctuate to extremes.

**BEHAVIORAL**

Child is oppositional, will not follow directions, is unsafe (runs into the street, climbs on things that are dangerous), hurts others, is destructive, hurts animals, cannot sit still, is incredibly active….

**SOCIAL**

Child does not get along with others, prefers to play on his/her own, does not make eye contact, seems aloof, incredibly shy, overly outgoing with no sense of strangers, does not seem to understand the social environment, has trouble following household/ classroom routines